

# IECSS Introduction Video [Transcript]

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The Inclusive Early Childhood Service System Project is working to understand early childhood disability in Ontario. We want to know how education and care services are supporting families who have a child with disability or developmental concerns. We are interviewing families who have children born in 2012 and access services in the County of Wellington, District of Timiskaming, City of Toronto, and City of Hamilton. We want to hear stories from families who are accessing child care services and may have spoken with a resource consultant regarding their child's development, early intervention services such as autism, speech and language or behavior supports, or aboriginal specific programs such as an Aboriginal Head Start program, or an Aboriginal support person.

Each community brings different philosophical understandings of disability and each service area varies in how they support families.

The IECSS project is happening in the midst of significant policy change in early childhood education and care in Ontario. We want to know how these changes are affecting families. The IECSS project gives families a chance to share their experiences, challenges and successes with the research team. The IECSS project is using a qualitative and longitudinal approach to research, which means that we want to understand the experiences of families and children with disability over time and as they experience change in the supports they want and need.

The goal of the IECSS is to ensure that theory, policy and practice are informing one another to better understand and serve children and families. We will develop service profiles from the information we gather from families, which will help us to better understand the integration of early childhood education and care services in each community, specifically for children with disabilities. The service profiles may help inform service providers of how to better integrate services. We will also develop a theoretical model of service delivery for families accessing support that may inform early childhood education and care policy.

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